



Medium Term Plan 2018-2019
Cultural Explorers - Music
Frozen Kingdom Music - Unit 1



How can you develop ostinatos to create extended and structured music that represents music for a Frozen scene?

Aspect of Study

- **Using ostinatos and different layering techniques.**

Transferable Knowledge:

Links to the general theme

National Curriculum Overview of Programme of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

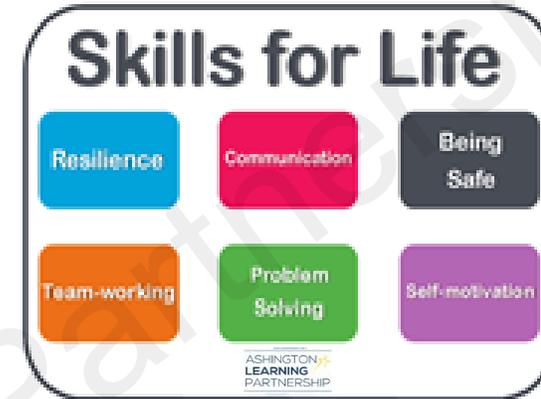
The national curriculum for music aims to ensure that all pupils: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

During this area of study students should be taught to:

- Use different Ostinatos to arrange a piece of music that has structure and dynamic.

Real World Links:

Pupils will learn the skills required to be a musician.



Communication – understand and respect that people have different views.
Team-working – respect and listen to others, use the strength and skills of others.
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

- Antonio Vivaldi

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>KS2 Objectives Covered</p> <p>In Year 3 and 4 pupils will be developing their Glockenspiel skills: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Objectives covered:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Develop an understanding of the history of music. 	<p>KS3 Subsequent Objectives</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history.

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Key vocabulary	Key Skills	Language skills
<p>Chords</p> <p>Triads</p> <p>Drone</p> <p>Ostinato</p> <p>Dissonance</p> <p>Semitones</p> <p>Trills</p> <p>Sudden silence</p>	<p>Balance your ideas</p> <p>Use polyphony</p> <p>Perform in tune</p> <p>Rehearse effectively</p> <p>Communicate clearly</p> <p>Use a range of dynamics</p>	<p>Chords and harmony - The simultaneous sounding of two or more tones.</p> <p>Tonality - The arrangement of pitches that create a certain character or mood of the music.</p> <p>Texture - Texture results from the way voices and/or instruments are combined in music.</p>

Sequence of Teaching and Learning

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1	<ul style="list-style-type: none">L.O. Listen with attention to detail and recall sounds with increasing aural memory	In the first lesson the pupils will answer questions on Vivaldi's Winter movement. At this point the pupils should be expected to comment melody, harmony and tonality and answer questions with a wider range of musical terms.	EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?
2	<ul style="list-style-type: none">L.O. To compose music for a ice soundscape using an ostinato.	The pupils will be given the task of needing to write music for the scene of a Frozen kingdom. They are given pre existing Ostinatos that can be used create ice music using structure and dynamic.	

Sequence of Teaching and Learning

3	<ul style="list-style-type: none">• Complete compositions for class performance.	<p>The pupils will record their compositions having used the glockenspiels to perform their Ice music. They will also evaluate how it went.</p>	EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?
4	<ul style="list-style-type: none">• Refine and improve work effectively in rehearsals, developing initial ideas further.	<p>In this lesson the pupils will use boomwhackers to develop their own Ostinatos using the pentatonic scale. They will use the notes of the pentatonic scale and write their own riffs so they can compose music for a frozen scene using their own melody writing. This task will be differentiated with different worksheet that scaffold the pupils work for challenge A and leave more room for more possibilities.</p>	

Sequence of Teaching and Learning

5	<ul style="list-style-type: none">L.O. Create a composition based on an arctic animal which explores the elements of music.	<p>The pupils must now create music that is based around another theme. They will look at how they can use the pentatonic scale whilst also using other devices like chords and drones.</p>	
6	<ul style="list-style-type: none">L.O. Create a composition based on an arctic animal which explores the elements of music. Cont.		

Sequence of Teaching and Learning

7	<ul style="list-style-type: none">L.O. Develop our performance skills on keyboard.	The pupils will look how film music has used different devices and themes to create music that represents ice kingdoms in films. Let it go from Frozen is a keyboard piece that can also be looked at.	
8	<ul style="list-style-type: none">L.O. Develop our performance skills on keyboard. Cont.		